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AUTHOR	Cazden, Courtney B.
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ABSTRACT

Thirteen years after the first edition of this book, significant changes in social and intellectual life have made the subject of classroom discourse more important than ever, and this new edition integrates current perspectives and research. New features in the book include: a new rationale for the importance of student-teacher talk (the importance of oral and written communication skills in today's occupations and conceptions of knowledge and its transmission); new examples of talk in K-12 classrooms--math as well as language arts--with transcriptions and analyses; new findings from teacher researchers as well as university researchers; new emphasis on achieving greater equity in what students learn; new material on the kinds of interactions computers offer; and a new section on learning new forms of discourse as a significant educational goal for all students. Chapters in the book are: (1) Introduction; (2) Sharing Time; (3) Traditional and Nontraditional Lessons; (4) Classroom Discourse and Student Learning; (5) Variations in Discourse Features; (6) Talk with Peers and Computers; (7) Differential Treatment and Cultural Difference; and (8) New Contexts for Students' Language Development. (Contains an afterword and approximately 300 references.) (NKA)

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